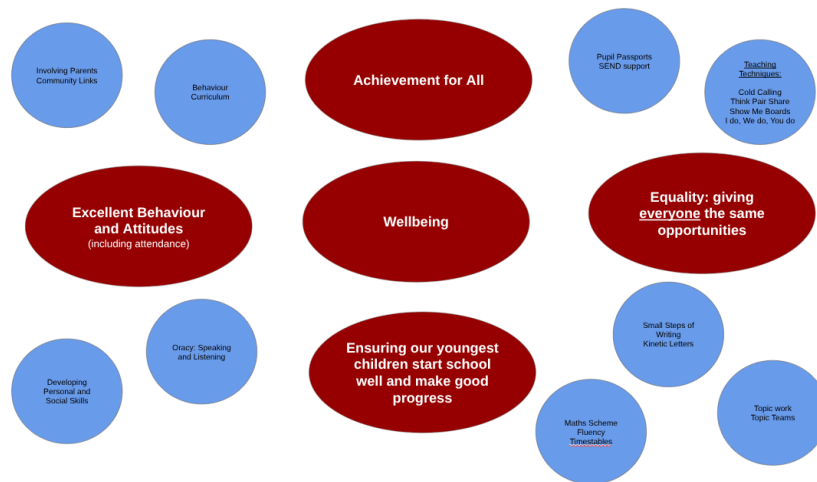


Pupil premium strategy statement – Bridport Primary School



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	267
Proportion (%) of pupil premium eligible pupils	21% (57 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	31.12.25
Date on which it will be reviewed	01.04.2026 01.07.2026
Statement authorised by	Michaela Kite
Pupil premium lead	Flo Le Gassick
Governor / Trustee lead	Mike Young/ Anna Reeve

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,897.92
Total budget for this academic year	£91,897.92
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an ambitious, enjoyable and supportive learning environment rooted in high quality teaching for all. This aligns with our school motto: **Learning Today for our Tomorrow**. We want all of our children to have high aspirations of what their futures could be.

Our ultimate goal is that no child is left behind academically, or socially, because of disadvantage; removing barriers to learning is at the heart of our Pupil Premium strategy. We understand that needs and costs will differ depending on the barriers to learning that need to be addressed. Therefore, we identify the barrier to be addressed and the provision required, and allocate a budget accordingly.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Through tracking, planning and targeted support and intervention, we strive to provide every child with the skills and knowledge they need to be successful and happy. We look at the strengths and needs of our PP children as individuals and we strongly believe in **equity**: providing every child with the tools that *they* need to succeed as a learner.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These have been identified so that they address the current needs of our PP cohort and they are in line with the focus areas of our school development plan.

Challenge number	Detail of challenge
1	Raise the profile of disadvantaged students across both key stages
2	Improve attainment in reading, writing and maths by developing teaching strategies
3	Improve the attendance of PP children through relationships with parents and pupils
4	Ensure that children have a strong start in EYFS and are ready for the KS1 curriculum

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Raise the profile of disadvantaged students across both key stages	<ul style="list-style-type: none"> • All teachers and teaching assistants know who the PP children are in their year group • Teachers prioritise PP children when organising seating and talk partners, marking books and questioning in class discussions • Teachers prioritise PP children for pre-teach in maths • All PP children are offered extra-curricular activities (often subsidised or free) • PP children are consulted about the clubs they want to attend • PP children are prioritised for extra responsibilities such as School Council, librarians, JLSC and when representing the school in sporting events • Teachers have high aspirations for PP children • Termly PPMs: teachers consider every PP child and the progress they are making, identifying barriers to learning • Teachers keep PP children in mind when planning, considering how they as individuals will access the learning • Teachers phone parents of PP children if they have been unable to attend parents consultations • PP children are regularly consulted by leaders when monitoring provision and support (pupil interviews for SEN, topic, maths etc) • Increased engagement is evident in classroom observations and progress data • The gap between PP and non-PP children is closing (taking into account the PP children who are also on the SEN register)

<p>Improve attainment in reading, writing and maths by developing teaching strategies</p>	<ul style="list-style-type: none"> ● High-quality teaching, assessment and a broad and balanced, knowledge-based curriculum in place ● Vocabulary focus in all lessons to promote language acquisition. Stem sentences support verbal reasoning in maths ● Oracy skills are explicitly taught as well as being incorporated into other lessons ● Staff are consulted to consider the teaching strategies which work best – reframe rather than reinvent ideas ● Teachers have engaged with Rosenshine’s Walkthrus and attend regular CPD around this ● Other CPD for phonics and maths takes place regularly (external providers as well as staff members leading in-house) ● PP students can read at or above chronological age by the end of KS2 ● QLA of assessments focuses on the gaps that PP children have ● Termly PPMs: teachers consider every PP child and the progress they are making ● The gap between PP and non-PP children is closing in RWM ● Whole staff approach boosts the status of reading: the Bank of Dreams and Nightmares project, pupil-led book club; bookmarks in celebration assembly; daily story time in all classes; book recommendation on Facebook; teachers regularly promoting a love of reading; author trips and visits ● Meta-cognitive strategies are introduced to help students learn about their learning (Metacognitive talk Walkthru p82 yellow) and teachers model the steps they are expecting children to take independently ● Scaffolded tasks support children who need it ● Maths mastery is used from EYFS to KS2- small steps ● The Curious Quest/Drawing club for writing in KS1 to improve engagement and outcomes ● Teachers prioritise PP children for pre-teach in maths or do whole-class vocabulary activities ● Fluency in maths is a priority and all children have daily fluency sessions (Mastering Number) ● LBQ is used as a way of offering individualised learning to children in KS2 ● Effective marking and feedback systems are in place to enable children to make progress and to ensure that misconceptions are addressed quickly ● Teachers regularly check for understanding using various formative approaches including think, pair, share and show me boards ● Phonics and maths workshops for parents to support with home engagement ● Phonics and maths interventions and Year 6 boosters take place
<p>Improve the attendance of PP children through relationships with parents and pupils</p>	<ul style="list-style-type: none"> ● PP children are offered support from the Nurture TA/ELSA/DH as needed ● Leaders are proactive in tackling persistent absentees and they track this regularly ● Leaders and teachers work with families to identify barriers to attendance ● Whole school attendance will be up to 95%; PP attendance will be up to 93% ● Teachers have engaged with Rosenshine’s Walkthrus (positive relationships) ● Wellbeing survey shows that PP children are in line with non-PP children in terms of mental wellbeing; how they feel about school; managing emotions; those who have identified challenges have been picked up by Nurture TA/ELSA ● ELSA entry, midpoint and exit data shows an improvement in attendance

	<ul style="list-style-type: none"> ● Individualised support is offered as needed (e.g. phone calls to parents each morning, offering breakfast club etc) ● Signpost and support parents of PP children with SEMH needs, e.g. Connected Minds workshops with Dorset Mind
Ensure that children have a strong start in EYFS and are ready for the KS1 curriculum	<ul style="list-style-type: none"> ● Focus on communication and language ● Dedicated SALT TA ● Transition sessions to support smooth transition from pre-school to school ● Parent meetings in July and September to ensure parental support and engagement from EYFS ● Focus on School Readiness ● WELKOM assessment for all children on entry- early intervention is preferable to trying to catch up ● Rigorous tracking to identify children who are falling behind ● Targeted peer support (Year 6 buddies) ● Proactive targeting of parents who may need more support ● Phonics workshops for parents to support with home engagement ● Using Drawing Club for our writing scheme supports children in exposing them to a rich vocabulary from a young age

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise the profile of disadvantaged students across both key stages	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1
Improve the attendance of PP children through relationships with parents and pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 3
Improve attainment in reading, writing and maths by developing teaching strategies	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Ensure that children have a strong start in EYFS and are ready for the KS1 curriculum	https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics	4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise the profile of disadvantaged students across both key stages	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1
Improve the attendance of PP children through relationships with parents and pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1, 3
Improve attainment in reading, writing and maths by developing teaching strategies	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 4
Ensure that children have a strong start in EYFS and are ready for the KS1 curriculum	https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise the profile of disadvantaged students across both key stages		1
Access to clubs, extra-curricular activities, roles and opportunities	<p>Outcomes for children who are able to take part in extracurricular clubs and activities including the ‘arts’ are improved (EEF report on Arts participation). Can also support children to re-engage in their learning and improve well-being, feel valued and play an active part in school life.</p> <p>Children are fed and prepared for the day through breakfast club.</p>	1,2,3,4, 5
Financial support for trips and visits	Learning outside the classroom is a key part of school life and a pupil’s financial background should not be a barrier to this. All trips and visits are linked to the curriculum and play an important part in their schooling.	1,2,3,4
Improve the attendance of PP children through relationships with parents and pupils	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1, 3

Total budgeted cost: £ 91 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

December 2025: As this PP strategy has been rewritten, it will be reviewed at the end of Spring term 2026

September 2024

All teachers and TAs know who the PP children in their class are; they also know who their “disadvantaged” children are so that they can ensure that these children are given appropriate support. PP/disadvantaged children are prioritised for boosters in Year 6, clubs and extra-curricular opportunities; teachers actively encourage these children to sign up for clubs. In Year 6, teachers support PP children to start their own pupil-led clubs.

In our whole school Walkthrus CPD, SLT (and teachers) identify the PP/disadvantaged children in the class and monitor their engagement in lessons. Support is offered where necessary.

The headteacher continues to work with families to identify barriers to attendance and support where necessary. PP attendance is currently 93.6% compared to whole school attendance which is 94.6% .

In 2022-2023, 12 children were PP. 50% of PP pupils met the expected standard in reading and grammar, 33% in maths and 67% in writing at key stage two.

In 2023-2024, 12 children were PP. 54% met expectations in grammar, 75% in reading, 54% in maths, 75% in writing.

In the last 12 months:

15 children are receiving free, half price or subsidised music lessons

48 children have had extra Forest School nurture group sessions

41 children have had regular ELS or Nurture support (1:1 or in groups, as appropriate) with our Family Support Worker and/or our Nurture TA

All PP children in Year 5/6 have had residential trips subsidised (half price)

Review March 2025:

PP attendance is 94% compared to non-PP at 96%.

2025 mock results for KS2 SATs are: 50% spag (compared to 49%), 43% maths (compared to 37%) and 57% reading (53%). 2 PP children have EHCPs, 50% have SEN and one child is EAL.

2025 mock results for KS1 SATs are: 25% reading (compared to 56%), 0% SPAG (compared to 30%) and 25% maths (compared to 56%). 7/8 PP children have SEN (1 has an EHCP).

March 2025:

15 children are receiving free, half price or subsidised music lessons

44 children have had extra Forest School nurture group sessions

47 children have had regular ELS or Nurture support (1:1 or in groups, as appropriate) with our Family Support Worker and/or our Nurture TA and/or outside agencies (Green Sparks)

33 children have attended extra-curricular activities for free

All PP children in Year 5/6 have had residential trips and swimming lessons subsidised (half price)

Externally provided programmes

Programme	Provider
Walkthrus	Tom Sherrington
Bank of Dreams and Nightmares	Bank of Dreams and Nightmares
RWI	Oxford Owl
Words First	
Cornerstones	Maestro
Maths mastery/Mastering Number	NCETM
CAMHS	Relate
Talk 4 Writing	
Times Tables Rock Stars	
White Rose maths	
Drawing Club/The Curious Quest	Greg Bottrill
Learning by Questions	